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ABSTRACT

Information is provided on the nature of the baccalaureate degree at 11 institutions, based on the findings of the Association of American College's Project on Redefining the Meaning and Purpose of the Baccalaureate Degree. Views of the institutions are summarized concerning the following: the qualities and experiences that should characterize the baccalaureate graduate, curriculum and instruction, extracurricular activities, the faculty and administrative roles, and student evaluation. Highlights of the findings include the following: emphasis was placed on the mastery of basic skills, development of advanced thinking skills, character development, and in-depth knowledge of some area; the colleges offered varied approaches to actively engage the student in learning; extracurricular activities provided additional opportunities to stimulate action as well as contemplation; and there was evidence of growing faculty involvement in institutional decisions beyond the spheres of curricular and personnel policymaking. Institutions that were surveyed are as follows: Brooklyn College, Carnegie Mellon University, Empire State College, Grinnell College, Hampshire College, Maricopa Community College, Rhode Island College, St. Mary's College, Tuskegee Institute, University of Tennessee-Knoxville, and Washington University. (SW)

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EXPLORING THE BACCALAUREATE DEGREE: ELEVEN INSTITUTIONS REPORT

Michael Gross, Robert Hess, and Linda Salamon

Introduction

American higher education today is characterized by a diverse array of options unparalled in the history of undergraduate education. Students are attracted to, and faculty are recruited by, institutions large and small, public and independent, traditional and non-traditional; some are dedicated to serving specific groups, some honed to a single purpose, others articulated into highly complex comprehensive colleges and research universities. Despite the range of opportunities they proffer, in recent years colleges and universities have been greatly troubled by the end of quantitative growth, the effects of demographic change, the shift in public priorities away from higher education, severe fiscal problems, and perceived threats to the quality of the academic enterprise.

The very complexities of contemporary higher education, together with its current embattled condition, raise questions about the nature of the baccalaureate degree. An emerging concern over lack of coherence in undergraduate education led the Association of American Colleges to create the Project on Redefining the Meaning and Purpose of the Baccalaureate Degree. During the spring of 1982 the Project's Steering Committee and the AAC staff invited eleven colleges and universities to participate in the year-long first phase of the project. Institutions were selected on the basis of several criteria: institutional vitality as expressed by interest and achievement in the task of articulating principles of baccalaureate education, representation of the types of American colleges and universities, respect commanded among institutions of their type.

These institutions differ in the role that undergraduate education plays in their overall functioning, in internal governance, in the number and variety of baccalaureate degrees awarded, in the purposes their programs serve, and in modes of instruction. In short, they exemplify the diversity of American higher education.

CHART I

The Project's Oversight Committee asked each of these institutions to pursue certain lines of inquiry in light of the history, educational goals, and ethos of its particular campus and to provide documented positions that would make possible comparisons and contrasts of their various perspectives. In giving this assignment to the institutions, the Oversight Committee provided several guidelines. First, participants were asked to supply genuine institutional perspectives, not the views of a single individual. Second, the statements were intended to go beyond the soothing rhetoric typically found in the college catalogue to a conscious airing of differences among campus groups and an analysis of the practical as well as the theoretically desirable. Third, they were to incorporate the views of various constituencies; both liberal arts and professional faculties, students and graduates, and administrators. In carrying out their assignments during the year, the

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CHARACTERISTICS OF THE ELEVEN PARTICIPATING INSTITUTIONS

CHART I

	Brooklyn College/CUNY	Carnegie/Mellon University	Empire State/SUNY	Grinnell College	Hampshire College	Maricopa Community College	Rhode Island College	St. Mary's College	Tuskegee Institute	U. of Tennessee/Knoxville	Washington University
Governance											
Public	X		X			X	X			X	
Independent		X		X	X			X	X		X
Size											
Small (under 2,000)				X	X			X			
Medium		X	X				X		X		X
Large (over 10,000)	X					X				X	
Type											
Community College						X					
Traditional College				X							
Religious/Women's (Traditional)								X			
Predominantly Black (Comprehensive)									X		
Comprehensive College	X						X				
Comprehensive University		X								X	X
Non-Traditional			X		X						

various institutions chose approaches reflecting their specific circumstances: Chautaugua-like seminars, faculty workshops, seminars based on position papers, open hearings, task forces focusing on specific aspects of educational reform, studies of general education requirements, discussions by standing committees of the faculty.

Representatives of the participating institutions were convened three times during the year. They met first for a three-day conference in August, 1982, to discuss substantive issues facing baccalaureate education, to learn about the Project and its operations, and to prepare a specific plan of activities for each campus. They met again in January, 1983, to share preliminary responses and to discuss qualities that might be expected of those who earn baccalaureate-level degrees. Following submission of campus statements to the AAC staff, at the final meeting in July, 1983, interinstitutional task forces discussed draft-summaries of the campus responses and prepared commentaries on each of the several lines of inquiry.

Discussions at the three plenary sessions, as on the eleven campus, were characterized (to paraphrase one participant) by tolerance for ambiguity, a desire for richness rather than forced commonality, an agreement to disagree without suspecting base motives in opponents, and an understanding that, were full consensus reached, we would be educationally moribund. Rather than a prolonged exercise in narcissism or mutual admiration, debates were at times disputatious, especially when they addressed questions--central to the enterprise--such as the equal legitimacy of diverse patterns of baccalaureate instruction, whether classically "liberal" or pre-professional. And the reluctance of participants to describe the problems associated with distinctive efforts suggested defensiveness or self-doubt, even in institutions chose for the Project because of their strength and unique accomplishments. Moreover, some topics that proved charged with controversy, such as education for civic responsibility, were reluctantly laid aside for lack of time.

Most of the participants in the Project were faculty (some of whom also play administrative roles), trained in a wide range of academic disciplines and engaged in the immediacies of undergraduate education; virtually none were professional scholar/researchers in higher education. Thus the report takes for granted a shared understanding of the convention and terminology of academic discourse. We three, who formed the editorial committee, are ourselves teacher/scholars in the arts and sciences, two of whom serve our campuses as administrators. Although we were guided in our preparation of this summary by the reports and generous consultation of the Project task forces, we bear, along with the privilege of the last word, the burden of final responsibility for the structure and emphases of the report, for selection of many illustrations from the particularity of campus responses, and even for some of the substantive content. Inevitably there will remain areas of serious disagreement with our judgments, among our colleagues and in our audience. We value these controversies as fruitful sources for further discussion; indeed, we hope for rejoinder.

The Aims of Baccalaureate Education

Despite the diverse missions, student bodies, and educational approaches of the eleven institutions, without great difficulty they achieved a surprising commonality in their vision of the qualities and experiences that should characterize the baccalaureate graduate. The commonality is an outlook on self, mind, and the world, rather than a prescription for mastery of some body of knowledge; indeed, the institutions vigorously assert that the outlook of the educated person can be achieved in a great variety of ways. The common vision is distinguishable in themes that persist throughout the instititional statements of position.

Campus responses give prominence to the mastery of basic skills, to development of advanced powers of thought and qualities of character, to acquaintance with the principal disciplines of human knowledge, and to exploration in depth of some one endeavor. Basic skills include both the means of communication essential to all human discourse--reading, writing, and speaking--and mathematical reasoning and computation, which encompass an acquaintance with descriptive statistics and, increasingly, with organization and analysis of data by means of the computer. Fundamental capacity to use these tools for study is a prerequisite to baccalaureate education; providing the tools for students who arrive at campus doors without them is a major institutional responsibility. Refining these skills to higher levels remains a constant, though often unspoken, concomitant of study throughout the undergraduate years.

Perhaps most noteworthy is the institutions' common view that baccalaureate education should, more profoundly, induce in graduates advanced and sopshisticated powers of thought. These include such generic capacities as systematic critical analysis, sustained reflection, and command of means for the formulation and resolution of complex problems. All college graduates should be able to understand an argument, analyze its parts, examine the presuppositions on which it rests, draw inferences from it, and propose alternative approaches. Development of these intellectual powers as such should be seen as a principal goal of undergraduate study, not the incidental result of acquiring specialized knowledge. Long after once-current subject-matter becomes obsolete, such fundamental processes of thought continue to inform a graduate's approach to new problems and subject areas. They should be the intellectual hallmark of the baccalaureate-holder.

Additionally, college graduates are commonly expected by these institutions to display certain personal qualities or attributes of character. Some of these attributes must arise from the academic enterprise itself, for without them the educational process is gravely handicapped: intellectual honesty, curiosity and openness to new ideas and facts, willingness to follow ideas wherever they may lead--in sum, a habit of and taste for skeptical inquiry. Other desirable qualities, associated with maturity, include awareness of self and one's place in a complex world, tolerance of the views of others, appreciation of the impact of personal and social values on judgment, and a grasp of the fallibility of human speculation. Academic and personal attributes combine in a sense of confidence in self as an initiating individual.

Such qualities of mind and spirit do not, of course, develop in a vacuum but emerge from substantive studies. In the catalogue copy that describes their educational offerings, the eleven institutions all prescribe programs of study with distinctive components typically labeled general education ("breadth") and a major or field of concentration ("depth"). Most of the institutions achieve 'breadth' by exposing students to the major divisions into which, throughout this century, the academic community has segmented human knowledge. The typical prescription begins with Western civilization--its motivating ideas, its social, religious, and political institutions, its literature and other cultural expressions--pursued primarily through the study of disciplines traditionally called the humanities. Broad knowledge includes acquaintance with scientific methods and reasoning achieved through study of one or more of the physical and biological sciences, leading to a grasp of the fruits of scientific methods and an awareness of the implications of recent advances in science and technology. Understanding of human behavior--its physiological roots, individual variations, and social organization--usually acquired through study in the social or behavioral sciences is another requirement. Most participant institutions believe that students should gain some experience of the fine or performing arts--music, the visual arts, dance, drama, film--as expressions of human imagination and symbolic culture. Most, though not all, participants think that contemporary students should gain the cross-cultural perspective provided by study of Asian, Middle Eastern, African, or Latin American culture. In addition to its intrinsic merit, such broad exposure permits students' informed choice of a specialization and provide significant context for that specialization.

All eleven institutions take it as a first principle that every student should come to know some one thing well: an academic discipline embodies in a traditional major, or a professional or preprofessional field, or some field of inquiry that cuts across conventional disciplines. However depth is defined, students should be at home with the primary theories, concepts, or intellectual approaches of the field, its major findings, the principal methods of inquiry or design by which it is produced, and some of the developments or controversies at the cutting edge. It is through mastery of the chosen field that the sophisticated powers of thought which should characterize a baccalaureate graduate are fully realized.

The personal qualities that characterize the educated person, as well as the facts and techniques mastered, not only provide personal enrichment but also inform a reflective, responsible professional existence. Institutions freely debate the relation of the major field to career goals; career-preparation is not an expected outcome at many. For many students, however, secure knowledge brings with it the likelihood of a professional or vocational future. The very distinction between the 'liberal' and the 'vocational' that runs through two millenia of educational theory is, in the eleven participating institutions, no longer a universal.

Curriculum and Instruction

The eleven institutions participating in the Project collectively affirm the central importance of the curriculum as a designed structure for students' educational activities leading to the baccalaureate degree. Questions of composition and sequence in students' programs, taken together with the

quality of teaching in individual classes, virtually define the nature of undergraduate education. In the words of Clark Kerr, the curriculum "is nothing less than the statement a college makes about what, out of the totality of . . . constantly growing knowledge and experience, is considered useful, appropriate, or relevant to the lives of educated men and women at a certain point in time."

The institutions recognize and value, indeed celebrate, the diverse ways in which American colleges and universities seek to achieve their goals in context of widely varying missions, clienteles, auspices, and traditions. Although participants have sought strenuously to locate a common framework for undergraduate education in their varied baccalaureate curricula, they are unable to identify that component with any particular body of course content; in fact, they have come to believe that such an enterprise is fruitless. While they agree on the outline of the substantive studies aimed at depth and breadth of knowledge--typically conceptualized as "general" or "liberal" education--they approach that component of the baccalaureate through a continuum of methods, ranging from a common core of material in a set of required courses to a mandate that the student undertake a specified amount of work outside the area(s) of concentration. They even locate the pursuit of liberal studies in different portions of their curricula, without apparent loss to commonly held ends. For instance, Grinnell College eschews any career-oriented objectives in its curriculum and Washington University is unabashedly pre-professional in many of its curricula, yet at both institutions the substantive content of the progrm of study followed by an English major or a biology major is strikingly similar. This is so, even though disciplinary specialization in a departmental major is regarded as an important, perhaps the central, component of liberal education at Grinnell, while the liberalizing component is locaated in distribution requirements for general education and specifically <u>not</u> in the specialized major program at Washington University.

The key points to be made are two. First, any curriculum can and should be organized to develop students' capacities from basic skills to sophisticated powers of thought, rather than to instill increasingly complex subject matter. Second, no clear distinction can be made between "liberal education" and "vocational (or professional) education" as agents for inducing the intellectual powers that should distinguish the baccalaureate graduate. Thus cognittive or conceptual categories are highlightened in most participant institutions' discussions of general education or the liberal arts component of the baccalaureate. Noting that "dimensions of liberal education (e.g., basic communication and computational skills, critical thinking and problem solving, value articulation) cut across departmental and program lines," the University of Tennessee at Knoxville holds that "areas of knowledge and patterns of inquiry can and should inform a wide range of courses." Tuskegee Institute affirms that "critical thinking, logical analysis, problem solving, and creative thinking. . . are the nuclei for a coherent curriculum." In Hampshire College's philosophy of education, critical inquiry is the central organizing motive of the entire academic program. Beyond the transmission of their specialized subject matter, participants agree, faculty are therefore called upon consciously to assume responsibility for the shape and substance of the curriculum as a vehicle for intellectual development. Although these responsibilities toward basic and advanced skills may seem removed from a concern for coverage of subject matter, Rhode Island College suggests how such

concerns might also intersect.

> The primary goal of courses in the history and literature of Western civilization is to provide our students with a "shared cultural literacy" at the start of their baccalaureate education. Such a framework ought to enhance the acquisition of other, more specialized knowledge and of literacy skills. Moreover, improvements in the cultural and linguistic literacy of our students ought to encourage more active learning and more critical inquiry teaching.

Such aims as critical analysis, creative resolution of problems, and intellectual initiative characterize professional as well as liberal curricula. As expressed at Carnegie-Mellon, "Looking at the intellectual skills and perspectives required of professionals, it is hard to see major differences between them and the objectives of a traditional, liberal education." Distinguishing curricula by their educational intention and practice reveals that there are components of both liberal education and instrumental training in almost every student program. Thus, for example, primary education and business management may, if programs of study are carefully conceived to fulfill specified conceptual ends, be fully suitable subjects for liberal education; both are sufficiently complex to reveal the multifaceted character of knowledge. Participants nonetheless agree, in the words of one Grinnell College professor, that "all subject matters are not equally good grist for well-designed academic mill. All thinking is thinking about something and it does matter what that thing is. There are texts and topics that are better than others." Subjects among the traditional liberal arts, like the professions, are clearly vulnerable to being taught in an illiberal manner; they can claim no automatic pride of place in baccalaureate studies. As the University of Tennessee at Knoxville notes, the goals of professional education and those of the liberal arts are complementary" each attempts to develop intellectual qualities that are commonplaces of scholarly examination, although professional programs typically attempt as well to give practical application to academic pursuits. Washington University concurs that complementarity of goals between professional and liberal education is in fact central to the future of all professions, necessary as each profession continually refurbishes its intellectual capital and continues its service to society. In fact, distinctions among baccalaureate curricula may be more meaningfully identified by the degree of pre-professional orientation of the students than by program content.

The direct, active involvement of students in the educational process is essential to any curriculum based on developing powers of though. As one Washington University professor remarks, "knowledge can only be acquired, it cannot be injected." An administrator at Rhode Island College laments that "too much college instruction involves rote learning; . . . students are too intellectually passive," and the Maricopa County Community Colleges agree that learning should involve "the use of the mind, not just the memory." Participants continually emphasize the importance of students becoming "active learners," responding critically to the substantive content of course material, assuming significant responsibility for the design of the instructional programs they follow, enhancing their own learning by teaching their peers. Habits of conscious, disciplined, informed reflection are the goal.

This widely shared vision sets a challenge to both students and faculty. To teach students the power and the limitations of abstraction and analytical frameworks is crucial. Transmitting a set of unexamined, often unstated assumptions and precepts is a far cry from teaching students the ways in which the nature of a theory defines the questions to be asked, thereby circumscribing the range of acceptable answers and setting the terms in which they may be debated. Instructors should therefore use conceptual tools deliberately and self-consciously so as to engage students, actively and critically, in the process of interpreting knowledge. To fail in this engagement is to expose students merely to the results of thinking, rather than including them in the processes of thought. Put in other terms, a sound undergraduate education should teach students how to defend themselves against others' use of supposedly value-free information, informed by an understanding that no information is neutral.

To repeat a constant theme of Project discussions, such an understanding should be achieved through substantive, engaged study in a specialized discipline, not taught in core courses on epistemology or intellectual history--indeed, the latter practice would defeat the purpose. An example may be illuminating. The broad educational aim of teaching critical thinking can be addressed in science courses by raising philosophical questions about the nature of science. But in an individual course, that goal is accomplished by the study of subject-matter that is inevitably very highly circumscribed, even narrow. With skillful teaching, however, in discussions of primary research papers on a single problem in a subdiscipline of science students can nontheless be induced to examine skeptically the relationships asserted between data and conclusions, to suggest alternate hypotheses, and to think about additional laboratory procedures that may test further the conclusions drawn. Consideration of such methodological problems can in turn be used to rise epistemological questions about the nature of science and the influence of political values or social setting on scientific research. A single course in the history, philosophy, or sociology of science is highly unlikely to achieve the same impact on a student's concrete personal understanding of the issues; with luck, such skeptical inquiry should characterize the student's subsequent approach to other scholarly disciplines. Substantive, specialized course content is the occasion, and pedagogical approach the instrument, for accomplishing an objective that is normally expressed explicitly only in mission statements or in occassional faculty discussions of the relation between particular course offerings and an overall education plan.

Students' active involvement in their own learning, whatever instructors' best intentions, is not easily accomplished. Saint Mary's College describes an obstacle, noted at other institutions in other forms, to achieving a teaching style appropriate to active learning:

> A benevolent parental model, with professors educating "the girls", finds an easier niche for survival at a small Catholic school for women than it would in almost any other postsecondary educational system. Students expect it; parents pay for it; faculty find it easy to slip into the system. It often requires special efforts to get beyond student diligence and agreeableness into truly effective teaching for independent thinking. There is some question whether our teacher evaluation devices reward teachers who "nudge" or

> teachers who "coddle", but at least we are discussing the subject openly. Almost the whole spectrum of opinion--from downright partriarchal to militantly non-authoritarian--finds vocal support in the faculty.

The eleven participants have worked at devising creative responses to the temptation for students and faculty alike to accept patterns of passive instruction. Tuskegee Institute believes that students "should be informed at the beginning of each course that active, personal participation is encouraged, required, and demanded." As St. Mary's implies, attitudes must change (never an easy task), but colleges have discovered that positive techniques for change in teaching style and format can have major impact.

Atypical classroom formats, ways of organizing coherent curricula for development of both basic and advanced skills, effective use of academic advising--the Project institutions offer models for active enlistment in learning following many educational plans. Many devote considerable attention, for instance, to means for instilling vitality into teaching: co-teaching, especially in interdisciplinary courses; research on pedagogy or cognitive psychology in relation to instructional programs; gaining expertise in teaching writing; developing ability to use computers creatively in the classroom. At several institutions, linking curriculum development with faculty development has proved to be a powerful and effective tool for generating new teaching methods and for inspiring new commitment to undergraduate education. Those institutions for whom research is a constant concomitant of the educational enterprise quietly note that conventional forms of scholarly research in a disciplinary profession, thoughtfully adapted to pedagogical uses, can be a necessary adjunct to effective teaching as well as a source of scholarly productivity. After extensive experimentation, Hampshire College offers an array of classroom strategies and teaching techniques that may promote active learning:

> A teaching style that encourages new questions rather than trudges through a pre-ordained syllabus; course formats that build in opportunities for students to pursue inquiry separately and together and to analyze one another's results; tasks that develop critical, bibliographic, and expository writing skills that serve tbe broader goals of substantive inquiry . . . Furthermore, it is desirable for students to respond to faculty comments and criticisms by revising, refining, and extending arguments in their papers, so that the written expression of their ideas and analysis are treated as genuine contributions to an area of inquiry rather than simply as a way to judge their performance . . . Thus they are encouraged to take their own critical perspective, their interpretations, as seriously as work by "established professional" scholars.

Project institutions endorse the concept, implied by Hampshire's succinct account, that the teaching of such basic skills as communication ought not to be detached from instruction in content. "Writing across the curriculum," for instance, seems a particularly effective approach to the development of broad-gauged expository skills in students. In efforts to improve writing by this means, students are engaged in material of genuine educational value.

Similarly, quantitative skills can be imparted through courses that address such matters as patterns of income distribution or strategies for psychological testing. Basic skill development, it should be repreated in this context, ought not to be confined to entering students; the development of such skills should be systematically promoted throughout the undergraduate years and throughout the instructional program.

One promising means of shaping curricular structures to pursue inquiry on a cross-disciplinary basis is to offer the option, in addition to majors, of thematic minors or second majors. Washington University offers minors in all of its major fields, including such area studies as Black Studies, Women's Studies, International Development, and Religious Studies. Additionally, groups of faculty with common scholarly interests have organized transdisciplinary minors on such themes as History and Technology (which incorporates coursework in the School of Engineering) and Law, Liberty, and Justice (which utilized professors in the School of Law). Courses in each minor pursue parallel themes from a variety of perspectives. Faculty typically meet over the summer to test for intersections of material, plan cross-referencess to common texts, and schedule each other as guest lecturers. Currently underway are minors in Political Economy studied quantitatively, Western European Studies focusing on the impact of the European Economic Community, and a second major in "Great Books," with a sidelong glance at St. John's College. Carnegie-Mellon has established required clusters of courses, part of the general education program but demanding some depth, in Science and Technology and in Language, Culture, and The Arts; the courses may assign common exercises in an effort at integration.

At the University of Tennessee at Knoxville as at Washington, students who are enrolled in one undergraduate school may pursue integrated minors in other schools, e.g., Arts and Sciences students undertake core studies in Business or Fine Arts. Administrators of professional schools and programs are at least as receptive to well-designed minors in basic disciplines of arts and sciences that are appropriate to their areas as they are to general liberal arts courses which claim to be, in some unspecified sense, broadening, liberalizing, freeing. When they reciprocate by designing and teaching such minors there may arise a new forum for promoting the intellectual vitallity of faculty in a context that is consistent with their principal research interests.

As a vital element in promoting active learning, academic advising complements faculty responsibilities in the classroom. Guiding individual choices and providing students with a context for extension of studies into new areas that grew from existing interests, the gifted, responsive advisor can introduce a coherence into the student's personal program that no complex, fully articulated curriculum easily affords. Effective advising encourages students to consider the rational and intelligibility of the curriculum they follow; at its best, it evokes from the student an appreciation for the cumulative, progressive character of learning. Indeed, the student enrolled in a college with a smorgasbord curriculum but well prepared, energetic faculty advisors may well discover a better integrated learning experience than those who choose a college with more prescriptive curricula but perfunctory, non-faculty, or pre-programmed advising.

Among Project participants, Empire State College--in its system of

"monitoring"--perhaps most vividly captures the combination of guidance, support, teaching, and continuous formative assessment that advising can provide to complement and inform curricula. Good advising is an integral part of Hampshire College program, particularly in developing individual student's transdisciplinary concentrations, in the freshman tutorial programs at Washington University and Grinnell College, and in core curriculum advising at Brooklyn College and Carnegie-Mellon University. As such, it provides not only enlightenment to the student but opportunities for diagnosis and monitoring to the faculty advisor who gradually comes to understand the student's abilities, idiosyncrasies, interests, and fears and applies those perceptions in counseling students about the relation of academic programs to careers or post-baccalaureate education. In short, extended and thoughtful contact with an advisor who carries the hallmarks of baccalaureate education--one who is well informed about human thought and culture, deeply committed to continuing inquiry as a mode of life, and actively engaged as a practicing professional--defines by example as well as dialogue the curriculum that is most worth following.

The Role of the Extracurriculum

The eleven Project institutions largely agree that extracurricular life contributes importantly to the total education of students. Participants believe that experiences lying beyond the curriculum, both on and off campus, become educationally significant when they advance intellectual and personal development, carefully designed, such activities extend and complement the forms of learning pursued within the curriculum. Thus, to take a familiar illustration, series of lectures or films are sometimes devised as further explorations of topics examined in course work, and faculty participation in those events is often sought. Such activities are, quite clearly, occasions when students can improve their understanding of a subject, exercise intellectual skills, or heighten their aesthetic sensitivity. Viewed as complementary to the curriculum, extracurricular activity may offset an often-alleged shortcoming of the curriculum, namely its failure to stimulate action as well as contemplation.

The extracurriculum includes activities that arise through students' own initiatives as well as those activities planned and supervised by student affairs personnel, to whom (for good or ill) institutions normally assign the management of extracurricular life. Colleges and universities operate a gamut of programs to extend education beyond the classroom, including peer tutoring; residence hall programs; such activities as publications, literary societies, musical ensembles, and theatrical groups; social organizations such as clubs, fraternities, and sororities; athletics and informal recreation; honorary societies and interest groups of all sorts; and special events directed toward the expansion of students' intellectual, cultural, social, and recreational interests. Students themselves, as young citizens with firmly held ideas and often a strongly developed commitment to positions on issues of community or national import, form independent organizations devoted to political action both within the university and in public life. Not infrequently they create or sustain public debates--on civil rights, on nuclear disarmament, on environmental protection--that do credit to their mastery of facts and argumentation, as well as their civic passions.

All these efforts take advantage of the educational potential of student groups to teach teamwork, leadership, cooperative decision-making, concerted action, and the rewards of adult friendship. Similarly, personal qualities such as intellectual and emotional independence, foresight and capacity for planning, and altruism may be nurtured as students design and participate in extracurricular activities. The ease with which extracurricular settings facilitate informal faculty-student relationships is an additional asset.

Despite the potential benefits of the extracurriculum, participants identified two principal barriers to its full use as a recognized means for the educational development of students. First, commuting students may be, in the words of Rhode Island College "educationally short-changed," for, as Maricopa County Community College note "commuting, part-time, and adult students have less time and opportunity to take advantage" of extracurricular activities. Yet for those students who live off campus, are employed while they study, or are beyond the traditional collegiate age, participation in family life, workplace, and community can deepen and refresh their education in ways parallel to the residential experience. The second difficulty is the limited interest inthe extracurriculum that faculty at many institutions now display. As Grinnell College laments, "it is rather disturbing that the faculty, who are the core of this institution, have such little involvement in this area." Many participating institutions would agree with Tuskegee Institute's affirmation that "faculty must provide leadership in structuring and developing ways to include students in a variety of extracurricular activities that will broaden the total learning experience." Like many faculty and indeed some students, however, most institutions have chosen to play an essentially passive role with regard to extracurricular activities; colleges provide the setting and the occasion for such activities without assessing their actual impact on students. To realize their full value for personal and intellectual development, more is required than simply to make space, time, personnel, and money available to support such activities. To secure student involvement on more than a casual basis requires a special consensus among faculty about the relation of the extracurriculum to the curriculum, and perhaps a special intervention by the administration in the functioning of the extracurriculum.

These difficulties are real. Their solution requires institutional action to create opportunities for student development to emerge, and some participants' educational policies include such steps. Hampshire College bridges the academic and the extracurricular by requiring students to complete a community service project that is evaluated as an important component of the degree requirements; faculty are thereby drawn into the enterprise in an accustomed role. To encourage participation in the activities of its 250 student organizations, Brooklyn College schedules "club hours" from noon to 2:00 p.m. every Monday and Wednesday, and on six evenings during the term for evening students. Because no classes are scheduled during these hours, the constraints on commuters are considerably eased. Saint Mary's College sharply focuses its extracurricular efforts on concerns specific to young women such as "fear of success; math phobia; little or no experience in independent decision-making; serious conflict among values relating to career aspirations, marriage and a family, and combining the two; lack of assertiveness; the need for leadership training; and the need to discover, own, and act upon personal, moral, and spiritual convictions." Tuskegee, Maricopa, Rhode Island College, and Washington University recognize in the use of peers as tutors, mentors,

and personal counselors (and at Washington, as teaching assistants and drill-section leaders) an opportunity for these students "to create or re-develop ideas that have been received in the academic setting."

Another way to fulfill the educational potential of activities traditionally conceived as "extracurricular" may be to incorporate such activities into the curriculum itself when the learning to be gained from them is suitable for college-level credit. For instance, the Humanities Institute at Brooklyn College, recently created and specifically designed to extend intellectual discourse beyond the classroom, has already permeated the life of the campus with frequent educational events. Recently, Institute leadership responded to a request fromthe instructors of three core curriculum courses for sponsorship of a Core Week consisting of a conference, lectures, films, and concerts that enriched the material of those courses. Moreover, the Institute is now committed to offering each semester a Core Series that formalizes a faculty role in bridiging the gap between curriculum and extracurriculum in the arts. In a different direction, the use of individualized degree programs and learning contracts, for which Empire State College provides a comprehensive model to other institutions, enables faculty and students to fashion studies that draw upon the often rich set of extracurricular involvements in work, family, civic, and cultural settings possessed by adult students as an integrated portion of their programs.

In the final analysis, "the really important need" of all students, Empire State avers, "is not to have more student activities planned for them. Rather, what is wanted is an approach that keeps the curricular learning from becoming lifeless, while providing students with new ways of understanding and using their non-curricular experiences." Each institution must recognize and effectively address the relationship between curricular and extracurricular experience on its campus, lest it fail to practice what it professes. That is to say, an institution that expresses concern for the total development of students and considers extracurricular activities integral to that development should translate that claim into reality.

The Faculty and Administrative Role

Although the quality and consistency of programs in baccalaureate education are the shared responsibility of administrators, faculty, trustees, staff members, students, and others, the Project participants confined their concerns to those constitutencies primarily involved in shaping the academic program: faculty and administrators. The primacy of faculty in the definition and delivery of curricula, and the need for administrative leadership in enabling faculty properly to fulfill their role, are crucial to educational renewal. Participants located the following central problems: absence of sufficient faculty participation in institutional decision-making, competing demands of parochial disciplinary interests and institution-wide concerns, current patterns of incentives and rewards for faculty, and--particulary in large institutions--the distance of administrative leadership from classroom concerns. At institutions with unique missions or specialized clienteles, additional institutional obligations arise. Approaches to alleviation of these problems in modest measure, however, also emerge.

No academic institution can exercise its responsibility for sound

undergraduate education without a broad base of faculty involvement and commitment. Variations in the governance structures of the participating institutions reflect the national range; as is common, general practice among them has not followed the widely espouses principle of significant faculty contribution to desicions on the allocation of resources, with its sharp programmatic consequences. There is evidence of a growing faculty involvement in institutional decisions beyond the spheres of curricular and personnel policymaking. Buoyed by the impact on institutional vitality of such initial steps, participants believe that each institution should possess a mechanism, congenial ot its character and patterns of governance, that facilitates discussion across departments, programs, or areas of study concerning institutional goals, priorities, and allocation of resources. The avenues for participation may be as straightforward as periodic open forums through which faculty are not only fully informed and consulted but develop a sense of genuine involvement and, perhaps, stronger commitment.

Illustrative examples of faculty involvement in fiscal decision-making include the creation at Brooklyn College of a blue-ribbon Presidential Committee on Priorities and Planning with equal, elected representation from faculty, departmental chairs, and high-level administatrors; early faculty reluctance to make difficult decisions on the elimination of positions has gradually given way to actual recommendations. A comparable mechanism exists at the University of Tennessee at Knoxville, while at the Maricopa County Community Colleges a representative Joint Council on Educational Priorities provides faculty involvement at all levels of the seven-college district. Task forces at each college are represented on district-level task forces for planning and development in occupational, developmental, and arts and sciences programs. Recommendations, including priorities for allocation or reallocation of capital, operating, and discretionary funds, are submitted from both college-and district-level groups to the Joint Council.

One obstacle to broad-based faculty commitment to institutional programs arises from the tension between departmental interests and other college-wide priorities. Retrenchment, budgetary constraints, and competition for students alarm departments and their faculties who are inevitably concerned with the survival, maintenance, and integrity of departmental majors. One possible solution to this dilemma might be administrative guarantees that institutional priorities, rather than departmental enrollment figures, will be used to make reallocation decisions. This assurance would encourage faculty members to transcend departmentalized modes of thought and consider curricular and general educational issues in a more comprehensive way.

The principal means of assuring faculty participation in all aspects of planning and presenting baccalaureate education, however, lies in a consistent process for the socialization or acculturation of the professoriate to the teaching role, along with the full range of academic responsibilities. Teachers should be nurtured at every stage: from graduate school where it all begins, through orientation of new faculty members in the first teaching job, through mid-career stock-taking and renewal, to late-career recovery of old dreams and old promises. Few new Ph.D.s move immediately onto the doctoral committees of subsequent graduate students; most typically enter the profession as teachers of the undergraduates who populate classes at the lowest rung of the academic ladder. Yet few universities that train doctoral candidates actually prepare them for undergraduate teaching. Every aspect of

such a university--the training of undergraduate students and the teaching of undergraduates--benefits from explicit attention to the professional life of every faculty person, as a member of a discipline and of a whole faculty.

During the first several years of teaching, seminars for new faculty may overcome the lack of preparation for undergraduate teaching and make more explicit the teacher's role. Their topics may range from orientation to the missions, goals, and philosophical idiosyncrasies of the institution to learning theory, developmental stages, and tools and methods for evaluation. A valuable by-product of such seminars is creation of a referent group for new faculty; some institutions add an experienced or (master) teacher as mentor. Workshops and seminars for improving undergraduate teaching have proven their worth at many of the Project institutions. Empire State College offers annual workshops for new mentors utilizing teaching vignettes, while for continuing faculty, area-of-study groups meet regularly to expand and reinforce mentoring capacities. At Saint Mary's and Grinnell Colleges, summer workshops for preparation of team-taught interdisciplinary courses have provided busy faculty members in mid-career the time and incentive for new course development. Seminars are offered at Maricopa County Community Colleges on technological means of delivering instruction: microcomputers, computer-assisted instruction, audio- and video-telecommunications. Technical and specialist support personnel are made available as consultants to those faculty engaged in curriculum development.

Since the intellectual vitality and enthusiasm of faculty are key ingredients in education of high quality, re-engaging those faculty who are alienated from the institution is a major responsibility in an era of aging faculty all too aware of their decreased mobility. Retreats or seminars offer an opportunity to hold rejuvenating discussions, air shared realities, and explore fresh approaches to teaching. Visits to other institutions and extended conversations with colleagues in other settings can renew enthusiasm for teaching. At Brooklyn College, the implementation of a core curriculum owes its early success to concomitant summer faculty seminars consisting of small, cross-disciplinary workshops; after two years, the fervor to participate recalls a revivalist movement. In a large and highly tenured institution, intensive workshops across the disciplines have generated new faculty vitality, curricular refinements, and shared pedagogical techniques which assure continuing life for the core curriculum.

Perhaps the major obstacle to securing wider participation in an institution's educational efforts, however, resides in the value that American academic life has placed on scholarly research and publication. An unintended consequence has been neglect of coherence in baccalaureate education and the devaluing of the teaching mission. Although disciplinary scholarly research may enhance faculty creativity in the classroom and contributes to the prestige of the institution, exclusive dedication to research limits the commitment faculty can make to teaching, course or program development, and service to the institution. To redress the balance, administrative leaders need to focus attention on the debilitating results of privatized faculty activities stimulated by specialization within the disciplines. The leaders of each institution should state forcefully its institutional goals and priorities, then implement them through budgetary policies, reward structures, and patterns for allocation of resources.

A canard that needs to be addressed is that such a revaluation implies either a lowering of standards for professional achievement or a return to the amateurish past. When scholarly publication alone is rewarded, research productivity becomes the summum bonum of academic life. Not all good research or writing is confined, however, to the traditional academic specialties. Much of value, read and assessed by faculty peers, may be written about the curriculum, or about the relation of disciplines, or about the career of teaching. Like writing submitted to the Journal of Analytic Astrology or to PMLA, it may be first-rate or it may be nonsense. Writing about concerns beyond the discipline may in turn enhance the writer's perspective on that discipline, hence mastery of its central issues. But administrators should also reward the dedicated college teacher who devotes time and creative energy to reform of general education or even to the improvement of teaching in introductory disciplinary courses. Faculty accomplishments in teaching, advising, curriculum development, and support of institutional goals should all be addressed for purposes of promotion, tenure, salary increases, and the awarding of sabbaticals. The potential for teaching of high quality should, when acceptable evidence is available, be considered seriously in the recruiting process; Tuskegee Institute, for instance, considers the ability to communicate effectively with students in and out of the classroom as an essential criterion in hiring new faculty.

Administrative leaders interested in improving the quality of baccalaureate education can also resort to creative incentives and rewards beyond the promotion-and-salary-increase system. Innovative classroom practices and curricular developments are often supported through summer grants, travel funds, and the like, but exemplary teaching itself rarely receives tangible acknowledgement. One attractive possibility: released time. For most faculty members, use of time is a critical issue. In community colleges and other comprehensive institutions, teaching loads of 12 to 15 hours each semester inhibit participation in programs of college-wide importance. The competing demands of teaching, student advising, committee assignment, research, and community service limit the additional creativity that can reasonably be expected of most faculty; the willing participant is often rewarded with more responsibility. Thus, though not a reward in the traditional sense, released time does allow overburdened faculty members to engage in the discussions necessary for revision of the curriculum, and it permits more equitable distribution of responsibilities for institutional governance. It should be made available for curricular revision, just as time may be freed for unsponsored research. Conversely, after three years of immersion in teaching general education courses, junior colleagues might earn "no-load" semesters to permit engagement in scholarly activity.

Administrators should retain their identity as academics and educators, in so far as their commitments allow. The common sentiment that "the faculty is the college" can alienate some institutional administrators from matters and thus damage the quality of support for sound baccalaureate education. The consequence of administrators' disengagement from the academic program--and therefore from the mission of the institution--may be a mismatch between new directions (such as opportunistic measures to capture grant money) and the larger, long-term vision of the institution. Similarly, an uncomprehending administrator may be unable to sustain beneficial innovations beyond the life of the grant that has supported them, or to advocate forcefully creative proposals in search of support. Above all, avenues for direct administrative

participation in the academic programs of the institution need to be fostered, for propinquity works against misunderstanding.

While these responsibilities for faculty participation and administrative ingenuity apply to all institutions, the Project's participants take note of the special responsibilities that fall to those who choose to serve distinctive clienteles, underprepared for higher education as traditionally conceived. Tuskegee Institute, for instance, lists as "a 100-year, traditional objective the intent to serve the disadvantaged in the Southeast, the nation, and wherever they may be in the world". Respecting the diversity in students' ability and personal goals requires careful evaluation of offerings and may demand additional support, with implications for allocation of limited resourcees. Five Project institutions, large and small, point out that the college or university with an open admission policy has, in Tuskegee's words, "responsibility for providing readiness programs and remedial assistance" to students with the apparent capacity but insufficient preparation to meet the institution's expectations. Moreover, during the 1970s the dissapearance of required foreign language study from high school curricula and the dilution of science and mathematics requirements have led institutions of many types to alter their graduation requirements and, where appropriate, provide some form of remediation. Conceding the difficult questions of public policy at issue, the Project participants nonetheless believe that colleges and universities ought to review standards for admission, in terms of their implications for the extensive reform of secondary education currently being summoned in the areas of basic skills and common intellectual foundations.

If there is to be a clearer demarcation of responsibilities for training in basic skills between secondary and higher education, then colleges and universities will need to consider the extent to which remedial work qualifies as appropriate, indeed necessary, education but perhaps not as students fulfilling baccalaureate degree requirements. As that demarcation begins hesitantly to take shape, institutional administrators will need to take the steps necessary to determine the level of specific skills and knowledge required to perform with reasonable expectations of success in their introductory courses, and to examine prospective students for those competencies. Some Project institutions have begun to employ various skills tests--created by institution, by independent testing agencies, or by a group of similar institutions--for the needed competencies. One example is the pace-setting set of examinations developed by the City University of New York for the screening of incoming students to determine whether they are prepared for core curriculum courses. Such testing allows sufficient time to advise students on test results and on their implications for first-year enrollments. Responsible academic conduct during such periods of change as the present carries a further burden: when an institution refocuses its goals and priorities, imposes more stringent graduation requirements, or develops higher entrance standards, it must alert students and the general public to new expectations. Without a consistent vision of institutional purpose, policies, and practice, clearly reflected in statements of educational goals and institutional proceedures that are readily available to prospective students, there can be no effective exercise of responsibility.

Underprepared students are not, to be sure, the only distinctive population which a highly diverse system of colleges and universities owes

attention. Education of the most outstanding scholarly quality should be available to those talented students able to profit from it, and faculties at Project institutions are generally happy to comply with this imperative. Honors programs, such as those offered by Brooklyn's Scholars Program or Washington's Compton, Mylonas, and Lien Scholars, challenge superior, self-motivated students. In another vein, flexible continuing education programs and Weekend Colleges (to say nothing of the entire educational philosophy represented by Empire State College) have been successful in meeting the needs of the working student, the older student, and the part-time student. The axiom is simple: when an institution invites students to undertake its programs, it owes them a better-than-even chance to reach the highest attainments of which they are capable.

Redefining the meaning and purpose of baccalaureate education offers an opportunity for colleges and universities to examine afresh their unique missions, their policies and practices, and the support they provide to the educational process. For institutions that have accepted the broad challenges of comprehensive missions, there can be no escape into a hypothetical golden age of the small liberal arts college. If baccalaureate education is to prepare students both for making a living and for living a fuller life, then each faculty, each administrative corps must take responsibility for the education its students receive.

Evaluation

In recent years, voices from faculty, administrators, and the public have criticized what one distinguished professor of history at Stanford has called "the Green Stamp University," in which all conceivable courses are considered equivalent and student achievement is measure by filling up a coupon book with "stamps" for each course completed successfully. That mordant observation points to a set of concerns that the Project institutions take seriously. As soon as curricular design goes beyond a faith in progress by accumulation, it embodies assumptions about the organization of knowledge and the way learning ought best to proceed. In examining curricular structure, for instance, colleges ideally should gauge the extent to which their major programs develop from the common foundation of the initial undergraduate experience, whatever shape that first year may take. Is departmental or programmatic education actually more intellectually demanding than entry-level undrgraduate education? How can an institution evaluate the extent to which more sophisticated thinking is sought? Such questions assume a sequential, accumulative nature to undergraduate education as a student moves through the curriculum. Colleges and universities might begin evaluation of curriculum by establishing the extent to which they in fact subscribe to this educational architecture, with common learning as a base and specialization and widening complexity as "building blocks."

Even when curricula have been designed purposefully to serve an educational philosophy, despite the underlying assumptions on most campuses, there is no clear, predictable cause-and-effect relationship between a curriculum and the attainment by students of desired educational goals. That connection is at best a likelihood, often an act of faith on the part of the faculty. Taking a course in logic does not guarantee that the student will become a logical thinker; enrollment in a course or even a curriculum in the arts does not necessarily engender enhancement of the powers of the human

imagination. At only a small minority of Project institutitons has assessment of educational achievement been informed by considering such first principles; at only a few more has it progressed far in measuring the most sophisticated powers of thought and qualities of character that all hopefully seek.

In the absence of such sweeping reassessment, Project institutions agree that colleges should move nonetheless beyond the conventional measure of student progress: the accumulation of course credits with the quality of performance indicated by a limited set of numbers or letters. They assert the need for each college to set expectations for students and to assess the methods, procedures, and standards for evaluating students' progress at each stage of their educational experience; they recognize that institutions will define both expectations and modes of evaluation differently. In line with the tendency to assume growth of knowledge and development of skills and reasoning abilities, participants support continual monitoring at interim points as students complete defined stages of their degree programs as well as at graduation. Such monitoring not only informs students of their progress but serves the additional purpose of providing faculty and administrators with information that may affect their thinking about students' abilties, curriculum improvement, and faculty effectiveness in teaching and evaluationg students. Some flexible, varied means of monitoring include assessment of life experience, carefully written narrative evaluations, and comprehensive examinations, along with other measures of accountability for the performance of baccalaureate recipients.

At Empire State College (like other non-traditional institutions and adult-focused external degree programs at more taditional universities), students often follow an "inverted curriculum," building upon, filling in, and complementing prior experiential learning, which is typically of a professional nature, by taking subsequent courses in foundations and theory that traditional students take before proceeding to advanced and applied courses. Assessment of such prior learning takes many forms: test, papers, interviews with experts, review of licenses. Because there is often no perfect congruence between these experiences and existing course descriptions, assessment of life experience calls for continual rethinking and reaffirmation of the kinds of achievements that should be valued as college-level learning.

Narrative evaluations chronicle the student's academic progress in detailed form. When done well, the narrative evaluation describes more fully than the grading system how and what the student has learned over time. (Participants conceed that narrative evaluations are time-consuming for the faculty who write them and difficult to transfer to other institutions.) Four Project institutions use narrative evaluations to at least some extent: Empire State and Hampshire Colleges use them extensively throughout the student's academic career, Grinnell College uses them as part of the freshman tutorial, Carnegie-Mellon requires written evaluations for students in adademic difficulty and prepares them for all students who request them. Another form of narrative is the student self-evaluation which, when connected with clearly stated goals and combined with other assessment methods, is a useful adjunct for the student, the advisor, the instructor, and institutions reviewing their students' experiences.

Just as each institution defines its own expectations and standards for progress from level to level within the institution, so each defines its own

expectations for graduating students. The Project institutions believe that standards for graduates should be clearly defined, so that students will know what is expected of them and employers and society in general will know--in so far as the state of the art permits--what can be expected of baccalaureate graduates. Credit hours earned in individual courses and the cumulative grad-point average earned in them cannot document adequately the students' strengths, weaknesses, or intellectual perspective. Some non-traditional means of evaluating the total impact of baccalaureate education include assessment of defined reasoning or expressive powers, administration of Graduate Record exams and other standardized tests, and studies of post-baccalaureate occupations.

If assesments that cut across courses to measure global skills and achievements are chosen, this approach requires faculties to specify expectations in general education or in basic skills and knowledge. The Maricopa County Community Colleges' faculties have listed broad competencies that ought to be developed within each division of general education, while Saint Mary's College has developed a set of standards for group evaluation of writing proficiency for all students. The University of Tennessee at Knoxville has developed an array of means to evaluate senior students' accomplishments. Their curriculum includes "capstone courses" in which students and their major instructors can conduct sustained personal assessment of the impact of a course of study on intellectual growth. For more objective, nationally normed results, Tennessee administers the ACT COMP (College Outcome Measures Project) examination, which attempts to estimate "value added" by baccalaureate degree programs. Further, the Tennessee staff has devised a senior comprehensive examination based on measurement of increased knowledge, skills in communication, problem-solving abilities, and the development of values. Several other institutions employ locally developed comprehensive examinations which are application-oriented, and participants note that comprehensive examinations, whether nationally standarized or institutionally developed, can be used at various points in the undergraduate career--for instance, as a gateway to advanced or major courses.

A number of institutions also evaluate student achievement in the major field through the Graduate Record Advanced Tests, field licensing examinations, departmental examinations, senior theses or research projects, or design portfolios. Arguments for senior projects and comprehensive examinations emphasize the value of self-directed work an the integrative value of the work. Student achievement can also be evaluated by regional or national competitions, external examiners, election of students to honorary or professional societies, retrospective self-evaluation by students, and reports from internship supervisors or apprenticeship employers. Some institutions assert that the establishment of common objectives for each major field brings into sharper focus the sense of mission, direction, and purpose that faculty associate with their programs.

Yet another means of assessing student performance is follow-up studies of the institution's graduates: success in post-baccalaureate programs, reports from employers on the competence of graduates, evaluation by certifying agencies. Tracking of graduates is primarily a means of assessing individual student achievement; when considered collectively, such reports serve as measure of the success of a given program in meeting its objectives.

The methods which have been suggested as supplemental to assessment based on the accumulation of course credits and grade-point average are expensive and time-consuming; they place a heavy responsibility on the faculty. The evaluation of writing skills across the curriculum, for example, requires a significant investment of faculty time for training as well as implementation. Post-graduate tracking is also difficult and time-consuming. Are these methods worth the expenditure of resources and effort needed? As the value of the baccalaureate degree is increasingly questioned, colleges and universities are called upon to define more clearly what their educational program adds to the quality of life of each baccalaureate recipient. Comprehensive evaluation and documentation of student progress throgh the college years and beyond are ways of doing that. In the process, the quality and depth of information derived from the assessment of students' success can help to define more precisely the meaning of the baccalaureate degree.

Conclusion

The individual teachers and administrators who participated in this phase of the AAC Project--as we three have cause to know, men and women highly disposed to critical analysis and vocal advocacy of their views--took time in the final meeting to reflect on their own year-long experience, its culmination, and its meaning. Arguably, the most important result of the year's work has been the mutual discovery that economic and demographic pressures need not be the sole inspiration to change. Rather, a wide range of colleges and universities have faced their problems in the context of reconsidering fundamental questions: what special forms of curricula, unique needs of students, or particular philosophies of knowledge differentiate them from other institutions?

By comparing and coming to relish the differences as well as the sometimes-forced similarities among the institutions, participants have recognized that, in trying to be responsive to perceived needs, colleges have not always been responsible to their raisons d' etre as educational pacesetters. As leaders in higher education have grown adept at devising and marketing new programs to attract new clienteles, they have not infrequently (if unwittingly) compromised academic integrity, quality, and distinctiveness. As one participant ruefully summarized, "When the going gets tough, it is all too easy to jettison our responsibility for encouraging (and not just tolerating) critical thought and aesthetic experiment." At minimum, then, Project participants hope that, beyond any specific suggestions of potential relevance to readers, this report will encourage institutions to prize their unique aims and characteristics and to articulate them further. The creative, widely divergent responses to self-examination of these eleven institutions give reason to believe that American undergraduate institutions will be equally resourceful in finding creative ways to exercise responsibility for the baccalaureate degree.

Participants acknowlege, however, that decline in quality or coherence of a curriculum is just as contagious as reform and revitalization. In the contexts of competitive recruitment, sharply curtailed resources, and new constraints on faculty expectaions about the shape of their professional careers, undergraduate education may easily fall victim. The Project year has shown that highly significant changes in an institution's outlook on students and learning may require no large infusion of resources, and faculty may be

energized into renewed productivity by redirection of their efforts into curricular design and innovative teaching--to their own reward, as well as their institution's. But such felicitous results are not effortlessly achieved. There is need for continuing vigilance on each campus concerning the definition of educational goals, the revision of curriculum, concentration on teaching that develops active learning, the design of an imaginative reward system, the setting and maintenance of standards for student progress, and the distribution of resources. Widespread faculty dialogue about educational issues, in combination with responsive administrative leadership is the sine qua non for fulfilling an institution's responsibilities to its students. Participants in the AAC Project on Redefining the Meaning and Purpose of the Baccalaureate Degree are pleased to have joined the debate.